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**THE EFFECT OF TECHNOLOGICAL TOOLS ON EFL LEARNERS'
READING ATTITUDES AND MOTIVATIONS**

THESIS BY
Mahmut ERDEM

Supervisor : Dr. Seden TUYAN

Member of Jury : Dr. Aysun DAĞTAŞ

Member of Jury : Dr. Abdurrahman KİLİMCİ (Çukurova University)

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APPROVAL

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We certify that thesis under the title of “**The Effect of Technological Tools on EFL Learners’ Reading Attitudes and Motivations**” which was prepared by our student **Mahmut ERDEM** with number **20168031** is satisfactory **consensus** for the award of the degree of **Master of Arts** in the Department of **English Language Education**.

(Enstitü Müdürlüğünde evrak aslı imzalıdır.)

Univ. Inside permanent member-Supervisor-Head of Examining Committee: Dr. Seden TUYAN

(Enstitü Müdürlüğünde evrak aslı imzalıdır.)

Univ. Inside - permanent member: Dr. Aysun DAĞTAŞ

(Enstitü Müdürlüğünde evrak aslı imzalıdır.)

Univ. Outside - permanent member: Dr. Abdurrahman KİLİMCİ
(Cukurova University)

I confirm that the signatures above belong to the academics mentioned.



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DEDICATION

to those who have been with me all the time...



ETHICS DECLARATION**Student's**

Name & Surname: Mahmut ERDEM

Number: 20168031

Department: M.A. in English Language Education

Program: English Language Education

Master Thesis (✓) Ph.D. Thesis ()

Thesis Title: The Effect of Technological Tools on EFL Learners' Reading Attitudes and Motivations

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Mahmut ERDEM

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Mahmut ERDEM

ABSTRACT**THE EFFECT TECHNOLOGICAL TOOLS ON EFL LEARNERS' READING
ATTITUDES AND MOTIVATIONS****Mahmut ERDEM****Master Thesis, Department of English Language Education****Supervisor: Dr. Seden TUYAN****June 2019, 58 pages**

Reading is one of the most crucial academic language skills in the modern digital world of information and technologies. In Turkey, this skill is generally taught in the preparatory classes by teachers who select course books with short-texts aiming general comprehension. However, reading English as a pleasure time activity, which develops students' vocabulary, language efficacy and general knowledge, is not common among students. The course books for reading are for intensive reading in nature. Although Intensive Reading (IR) is proven to be beneficial, the gains students can get from it are less than the ones they can get from Extensive Reading. In IR, students are expected to accomplish tasks about the short reading text inside classroom; however, in ER, reading is a long-term activity which enables students to read whenever they want, like a pleasure time activity. For teachers, it is difficult to evaluate how much vocabulary and grammar reading as a free-time activity teaches to students. Also, it takes a lot of time to prepare quizzes, exams for the books students read. As mentioned above, technology has also become an essential part of language learning. Moodle Reader as a technological tool gets into the process at this point. It enables teachers to make assessments about students after they read graded readers. There are lots of quizzes in it about graded readers which evaluates students' vocabulary and whether they read the books or not.

The present study focused on the effects of Moodle Reader as an ER tool to preparatory class students' reading English attitudes and motivations. It also aimed to find out whether gender, language proficiency and the time spent on internet differentiate the possible effects of Moodle Reader to reading English motivation and attitudes of students. A survey was administered randomly to participants as a pre-test

before the ER program and as a post-test after it. The data were analyzed quantitatively with the Statistical Package for Social Sciences (SPSS), to develop descriptive statistics and, both surveys were analyzed for internal consistency by using Cronbach's alpha. The findings of the pre and post-tests demonstrated that Moodle Reader has a positive effect on students' motivations and attitudes towards reading in English, indicating that it influences the upper level and female students more than the others. Also, the findings proved that students who spend less time on internet are affected by Moodle Reader more than the ones with more time.

Key words: Reading, Extensive Reading, Attitudes towards Reading, Moodle Reader, Reading Motivation



ÖZET**TEKNOLOJİK ARAÇLARIN YABANCI DİL ÖĞRENCİLERİNİN OKUMA
TUTUM VE MOTİVASYONLARINA ETKİSİ****Mahmut ERDEM****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Seden TUYAN****Haziran 2019, 58 sayfa**

Okuma, modern dijital bilgi ve teknoloji dünyasında en önemli akademik dil yeteneklerinden birisidir. Türkiye’de bu yetenek çoğunlukla genel anlamayı hedefleyen kısa metinli ders kitaplarını seçen öğretmenler tarafından öğretilir. Ancak, öğrencilerin kelime dağarcığını, dil yeterliliklerini ve genel kültürlerini geliştiren İngilizce serbest zaman okuması öğrenciler arasında yaygın değildir. Ders kitapları doğal olarak yoğun okuma içindir. Yoğun okumanın faydalı olduğu ispatlanmasına rağmen, öğrencilerin ondan kazanımları kapsamlı okumadan kazanabileceklerinden daha azdır. Yoğun okumada, öğrencilerin sınıf içerisinde kısa okuma parçalarının alıştırılmalarını yapmaları beklenir, fakat kapsamlı okumada, okuma boş zaman aktivitesi gibi öğrencilerin istedikleri zaman okumasını sağlayın uzun süreli bir aktivitedir. Öğretmenler içinde, boş vakit aktivitesi olarak okumanın öğrencilere ne kadar kelime bilgisi ve dilbilgisini öğrettiğini ölçmek zordur. Ayrıca, öğrencilerin okudukları kitaplar için küçük sınav veya sınav hazırlamak çok zaman alır. Üstte bahsedildiği gibi, teknoloji dil öğretiminde önemli bir parçası haline geldi. Bir teknolojik araç olarak Moodle Reader burada sürece dâhil oluyor. Öğretmenlerin, öğrenciler basamaklı okuma kitabı okuduktan sonra değerlendirme yapabilmelerini sağlıyor. İçerisinde, öğrencilerin kelime bilgilerini ve kitapları okuyup okumadıklarını ölçen pek çok küçük sınav vardır.

Bu çalışma, Moodle Reader’in kapsamlı okuma aracı olarak İngilizce hazırlık sınıfı öğrencilerinin okuma tutum ve motivasyonlarına etkisine odaklanır. Ayrıca, cinsiyetin, dil yeterlilik seviyesinin ve günlük internette geçirilen zamanın, Moodle Reader’in olası etkilerini üzerinde fark yaratıp yaratmadığını bulmayı amaçlar. Bir anket, kapsamlı okuma uygulamasından önce ön-test ve uygulamanın sonrasında son-test olarak katılımcılara rastgele uygulandı. Veriler tanımlayıcı istatistik elde etmek için

SPSS paket programı kullanarak nicel olarak analiz edilmiş ve bu veri toplama araçlarının iç tutarlılığını değerlendirme amacıyla Cronbach alfa modeli kullanılmıştır. Ön-test ve son-test anketlerinin verileri Moodle Reader'ın, daha iyi seviyedeki öğrencileri ve kadın öğrencileri diğerlerinden daha çok etkilediğini belirterek, öğrencilerin okumaya karşı tutum ve motivasyonlarında olumlu bir etkiye sahip olduğunu ispatlamıştır. Ayrıca, bulgular internette daha az vakit geçiren öğrencilerin, daha fazla geçirenlere göre Moodle Reader'dan daha çok etkilendiklerini göstermiştir.

Anahtar Kelime: Okuma, Kapsamlı Okuma, Okumaya karşı Tutum, Moodle Reader, Okuma Motivasyonu



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ABBREVIATIONS

ER	: Extensive Reading
EFL	: English as a Foreign Language
FLRAMS	: The Foreign Language Reading Attitudes and Motivation Scales
IR	: Intensive Reading
L1	: First Language
L2	: Second Language



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CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

Reading is one of the most basic skills which are used in foreign language teaching. It is also important in mother language as it gives people chances of having new ideas, thinking with different perspectives, learning new cultures and gaining knowledge. People can find something interesting in reading whether they like it or not. If the purpose is to learn a new language, reading has a crucial role as it is a chief source of input in the target language.

Any improvement in reading skill has positive effects on other skills, listening, writing and speaking. All the skills have parallelism with each other. In our country, the levels of learning English and reading are low. According to online statistics held by Indy100, seventy percent of Turkish people didn't read any book in 2011 (<https://www.indy100.com>). As understood from the statistics below, reading is not a common habit in Turkey. Students take grammar, listening, reading, writing and speaking courses in a general curriculum. Although students have many hours of English, their proficiency level is still low. One of the reasons for this low-level is that they don't use English out of the classroom. Many students don't read books in English out of the classroom if they are not assigned.

Due to our students' low reading habits and the crucial role of reading in learning English, this study aims to create a positive effect on students' reading attitudes and motivations by using Moodle Reader as an extensive reading tool in higher education. Extensive Reading (ER) can be simply identified as reading for pleasure. Day and Bamford (1998) suggest that ER can be performed wherever students and teacher want; in or out of the classroom, at home or in library and students can be encouraged for ER by allowing them to borrow books and chance with each other. Students don't need any strategy or instruction as reading is a simple skill. The only challenge of the teacher is to convince students to read more by supplying them books in line with their interests and make them think that reading is enjoyable. According to Powell (2005), the characteristics of ER usually contains fast reading of considerable amount and easily understandable materials at students' levels, and it is mostly performed out of the classroom. It aims to gain students a general understanding of what

is read. There are some learning outcomes that ER tries to give students such as developing vocabulary and grammar structure while directing students for good reading habits. As students choose the books they want to read, the possibility of boredom from the book minimizes. Although reading materials in a course can be about many different subjects, it is impossible to attract each student in the classroom. So extensive reading gives students to choose by their interests. Reading is enjoyable while reading a subject that you are interested in. Krashen (1993) stated that ER has a facilitative effect on skills such as grammar, spelling, vocabulary and comprehension. As students read, they will review what they studied in the classroom and will use what they learnt. Performing the learned subject makes it permanent. In the study, students are given graded readers for extensive reading. Day and Bamford says “In Extensive Reading, the role of the teacher is orientation and guidance to students and they are the role model of a reader (2002). This imposes teacher very little burden. The assessment of ER is up to teachers. There are some possible methods for assessment such as presentation, quizzes or exams. In this study, The Moodle Reader is chosen as an assessment tool. It was created by Robb (2005) and developed in Kyoto University, Japan. It provides online quizzes for about 6500 graded readers for learners, and so teachers can assess their reading performance easily. The tool is free of charge. Therefore, all students and teachers can use it. This tool can be used in computers or mobile phones so students can use it anywhere they have internet access such as home, school, library, bus station. After reading the book they choose, students can solve the quizzes. Teachers also have chances to control all the variables for quizzes such as levels, targets and time limits. It gives teachers to determine the aimed level of the reading process. It randomizes the questions to prevent cheating. Its practical features make it easy to be used as an ER tool. This present study might help find out the possible effects of the Moodle Reader as a technological ER tool.

1.2. Statement of Problem

ER is an old method used in ELT and there are many studies about it in the area. These studies proved the positive effects of ER. However, as a technological tool, Moodle Reader is a new application in ER and it only exists for several years. So, there are not many studies about the effects of Moodle Reader as a technological ER tool.

That is why there is a need for investigating the possible effects of Moodle Reader in an ER program.

1.3. Purpose of the Study

The purpose of this study is to analyze how the use of Moodle Reader as technological tool affects reading in English attitudes and motivation of students in EFL preparation classrooms, regarding their proficiency levels and genders, at Recep Tayyip Erdogan University, Turkey in the 2017-2018 academic year. This study also tries to contribute to the related literature with the findings of the effects of the Moodle Reader as a technological ER tool to reading in English attitudes and motivation of EFL students in EFL classrooms in higher education.

1.4. Research Questions

The research questions of the study are as follows:

1. Does the use of Moodle Reader as a technological extensive reading tool have any significant effect on students' reading in English attitudes and motivation in an EFL classroom?
2. Does the use of Moodle Reader as a technological extensive reading tool in an EFL classroom have different effects on students' reading in English attitudes and motivation when their proficiency levels are considered?
3. Does the time students spend on internet affect the Moodle Reader's possible success in EFL classes?
4. Does the use of the Moodle Reader as a technological extensive reading tool in an EFL classroom have different effects on students' reading in English attitudes and motivation regarding gender?

1.5. Significance of the Study

Reading is one of the most important skills in learning English, and it is generally ignored in our country. Many of the students in preparation classes do not read any book in English if they are not assigned. This study tries to break down the prejudices of students to reading in English and see the possible effects of the Moodle Reader as a technological tool in an ER environment.

1.6. Limitations of the Study

This study has some limitations. The number of the students participating in the study is small which makes generalizability limited. Factors and elements such as age, intellectual background are not taken into consideration. Finally, variables which can influence the findings of the study, such as book length, genre and type (e-book etc.) are ignored. These factors can be considered for the further studies.



CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

Reading is the one of the main skills which is always emphasized in not only traditional foreign language classes but also modern ones. Everybody in the foreign language area comes to the agreement that reading is an influential tool in teaching English. Extensive Reading is a common method used by teachers and Moodle Reader is a useful technological tool for ER. This chapter gives background information about ER and Moodle Reader and their benefits to learners.

2.2. Definition of Extensive Reading

Extensive reading basically means reading a great number of texts. However, it does not have a certain term which completely defines it. Day and Bamford (1998) define it as a reading approach to second language learning and teaching which makes learners read a large number of books and texts close to their comprehension level. The key aspect in ER is reading for pleasure. According to DeDebat (2006), it is reading personally and silently for pleasure. Kyung-Mi (2011) suggest that ER is reading for fun since if learners don't get pleasure from reading, it is possible that they will feel themselves in a meaningless written input exposure. There is a freedom of choice of materials in the extensive reading. Learners can select their own reading material, and they are let give up unless the material is easy or interesting for them. Reading large amounts of materials for information or pleasure independently are rules of the extensive reading. It puts the main focus on meaning instead of the language (Jacobs et al., 1990). Students do free reading without any accountability and summarising or commenting what they read. Hafiz and Tudor (1989) claim that it is the reading of abundant materials in the target language for fun and interest without any assignments. For example ,a learner can take a car magazine in the second language and read it for pleasure. There isn't any assessment or question. It is parallel with reading in own language. In reading any material in own language, people have common goals such as gathering information, passing the time or pleasure.

Another advantage of ER is that it is very easy to practice. Students don't need a lot of instructions. As Paulsen and Bruder (1976) say by doing "the reading students do on their own with no help or guidance from the teacher, they learn reading by reading which is the main purpose of extensive reading"(p.49). According to Kembo (1993), although the guidance of a teacher is important at the beginning, the reading materials will generally be students' own choices, and they will decide to read where they read. The fact that students make their own choice for reading increases their reading motivation, and encourage them to maintain reading (Susser and Robb, 1990). So extensive reading puts the learning process from teacher- centred to student centred. Basically, students learn how to read in the second language, how to put into practice what they learn, and they grow their vocabulary. Yamashita (2008) puts the advantages of extensive reading as gaining a general understanding of what is read while creating good reading habits and generating vocabulary and structure knowledge of the second language. So, the main target in extensive reading is to acquire language and have a fluency in reading. Accuracy remains in the background because learners learn on their own.

In the last years, extensive reading has moved to a different place in teaching the English language. It is identified as a way of teaching and learning reading in the target language and a general approach to foreign language education. According to Pino-Silva (2006), reading skill has become a universal practice in English teaching programmes. As it is proved that extensive reading is beneficial for learners in many aspects, it has turned into a worldwide approach for language teachers.

Day and Bamford (1998) suggest that:

Students in foreign language preparation classes must know well specific skills to read difficult texts. However, if they are not reading fluently and confidently in the second language, it is unlikely that they can read and deeply understand reading materials for critical thinking. It is an extensive reading programme which can make such a reading possible for students. (p.45)

In this case, extensive reading can be the best method in FLE for all levels (Mason, 2004). In an extensive reading programme, students are expected to read more and more. As to Day (2003), in this method, reading is not only seen as a common or

translation skill, but also as an activity which students for some reasons. So, it is a smart method for teachers who want to develop good reading habits in their students.

Extensive reading can be placed differently from other conventional classroom practice. According to Day and Bamford (2002), students who are used to classical language texts can get confused if they are inserted to abundant simple and striking material. Those who grew up with the words “No reading pain, no reading gain.” can have difficulty in understanding how easy and interesting materials can make them better learners. ER also shows students the way of reading in real life as it contains key aspects of real-life reading.

According to Pino-Silva (2006), the key elements of an ER program can be defined as reading for pleasure, reading abundant written material, learning how to read by means of reading a lot and graded readers. There is a consensus that extensive reading is a learner-controlled approach because students make their own choices of what to read, time to read and place to read.

2.3. Theory and Background of Extensive Reading

Extensive reading is an old method. It has been used by many researchers for years. According to Lee (2007), researchers in this area agree that we learn the second language by comprehending statements and written data which are understandable without fear of assessment. In recent years, extensive reading became a current issue again, and this led to new different theories in applied linguistics area. These are “Input Hypothesis” and “Schema Theory” both of which tries to explain how extensive reading functions.

2.3.1. Schema Theory

Schema theory can be defined as a structure of knowledge of the language and the world. It is a theoretical metaphor for reader’s former knowledge (Grabe, 1991). According to Carroll (1986), Schema is a framework which exists in semantic memory, it arranges the existing and incoming knowledge from the reading text. Cairney (1990) supports this idea by saying “it is a structure which organizes information in the memory” (p.86). Schema is a mental device which helps readers guess what is going to be in the text by recalling past experiences and words from the texts. Schema theory can be related to the background knowledge also known as past or previous knowledge.

Carrell and Eisterhold (1983) state that “Learners catch meaning from their background knowledge when they read a text and the background knowledge which they already have are schemata” (p.556). So it can be said that there is a relationship between schema theory and reading. If a reader cannot use his schema while reading, he cannot comprehend the context. The cause of reading problems of a learner is not inadequate attempt to find a certain schemata. Instead, it is because of forming a proper schemata (Carrell and Eisterhold, 1983). These developments in the schema theory led to progress in extensive reading. In comprehending texts, schemata is one of the influential factors. By means of schmata, readers can match new information with the prior one. According to Day and Bamford (1998), schema theory explains how the configuration of knowledge can be set.

There are various types of schemata in reading. These are topical knowledge, socio-cultural knowledge and linguistic knowledge. Extensive reading develops all of this knowledge of readers because reading gives the opportunity of discovering world, society and people from other cultures (Celce-Murcia and Olshtain, 2000). So extensive reading supplies great facility to create schema. As to Grabe (1986), the more a learner reads, the faster he or she will develop capacity of using the schemata which leads to understanding and comprehending the outer world. If there is no schema to which new knowledge can be absorbed, it is not possible to understand it and learning will be very little (Anderson, 1999).

However, readers should have more than average knowledge of world, vocabulary, linguistic and others to get the meaning when they read (Day and Bamford, 1998). Learners construct meaning by means of reading and this meaning stays in their mind not anywhere else. Learners use not only their ability to remember words, sentences phrases but also their previous knowledge related to the topic when they try to understand a text. There is an interaction between these process which ends up a level of understanding (Gebhard, 2006).

Hence extensive reading should be an active part of any English teaching process and its place in teaching needs to be empowered. So the idea that reading is not a skill but a pleasure can be exposed to students by teachers.

2.3.2. Input Hypothesis

Input hypothesis, also called as comprehension hypothesis, was first put forward by Krashen (1982). It distinguishes acquisition and learning. According to the input hypothesis, acquisition is a result of a subconscious process which is similar to children's first language acquisition but, learning is a cluster of planned and formal activities and it is a conscious process ending with conscious knowledge on a specific subject (Schutz, 2007). According to Krashen (1989), reading can be seen as an effective way of success in language competence and students learn a language on their own when these two conditions are fulfilled; firstly, optimum exposure of comprehensible input of language should be done and secondly, the learning environment needs to be comfortable, relaxing and stress-free. Extensive reading ensures these two conditions because it has numerous reading materials without any assessment. According to Hedge (2000), in order to acquire a language, learners need to get data from a language material which has to be above their current level of comprehension. Thus, it can be inferred that there is a difference between learning a language by means of formal study and acquisition of it. Language acquisition is similar to mother tongue learning period. As long as language input is comprehensible whether it is above or under the learners level, when the learners are provided adequate exposure of language, the learners acquire on their own (Harmer, 1991). Extensive reading can provide such input for learners. It is a very effective source for good quality of input for learners. According to Hedge (2000), it provides a significant input that keeps learners studying at a level of language relatively above their level.

2.4. Extensive Reading Program

Creating an extensive reading program is similar to other language teaching programs. According to Davis (1995), the extensive reading program is a supportive activity, coordinated with the course, which gives learners time, reading materials at their level without any testing.

In extensive reading program, learners are exposed to easier reading texts when compared to intensive reading program, and the expected comprehension level is less detailed than the one in intensive reading. Teachers want learners to read much more reading material with pleasure (Yamashita, 2004). The key factor in an extensive reading programme is setting clearly the achievements of the programme. As to

Bamford and Day (1997), an overview of aims of the extensive reading programme can be given to students because these are unlike to the ones in other approaches of foreign language reading.

The common goals of extensive reading programme are to engrain in students reading habits while developing their vocabulary, grammar and structure knowledge. Day and Bamford (1998) stated the possible aims of extensive reading as follows:

1. Students develop positive attitudes to reading.
2. Students gain self-confidence in reading English.
3. The programme motivates students to read in English.
4. Students use dictionary less as their vocabulary knowledge develops and have reading fluency.
5. Students learn how to choose proper material for reading according to their interests and competence. (p.44)

The success of these goals depends on the learner's participation and the duration of the programme. Students should be carefully oriented to the aims and guided well in the programme. It is important to convince students by clearly explaining the purposes and instructions before starting to the extensive reading programme. According to Day and Bamford (1998), the explanation of the extensive reading programme can be divided into five categories as principles, goals, procedure, requirements and materials. Also, the difference between extensive reading programme and others should be explained to students. According to Waring (2009), the extensive reading programme should be parallel with the curriculum. When organizing the programme, general outcomes of the elt curriculum should be taken into consideration.

Language programs without extensive reading or abundant reading materials lack effective practice and will fall behind for learners in the end (Waring, 2009). According to Davis (1995), any English teaching environment in which there is not enough reading cannot develop its learners' proficiency levels sufficiently when compared to the ones with extensive reading.

2.4.1. Principles of Extensive Reading

In order to get success in extensive reading program, the principles and characteristics of it should be followed properly (Alderson, 2000). According to Hedge (2000), the characteristics of an extensive reading program can be defined in items as follows:

- Reading as much as possible, the reading material can range from short stories to magazines.
- Frequently reading whenever possible.
- Reading for pleasure or interest, not as an assignment.

Also, as to Day and Bamford (1998), the principles of extensive reading can be described as:

1. Learners should read in large quantities whether in or out of the classroom.
2. Materials should be varied in order to attract students and make them enjoy from reading.
3. Students are free to choose any reading material they are interested, and they can stop if they get bored with the material.
4. The main goal of the reading is to enjoy and learn new things and develop general understanding.
5. Reading is not an assignment or homework. Learners do few or none exercises after reading.
6. Reading materials should match the language levels of students regarding their grammar and vocabulary. There must be little dictionary use because continuously looking up dictionary distracts learners' interest and prevents fluent reading.
7. Learners can read at home or classroom or anywhere they want.
8. When students find reading texts understandable and easy, the speed of reading is faster.
9. Teachers are guides in extensive reading. They introduce the program, explain the aims and then observe learners' progress.

10. Another duty of teachers is that they have to be a role model for their students. They should read with students.

To sum up, an extensive reading program is an application in which learners and teachers learn how to read, enjoy reading and share knowledge. If the principles stated above are regularly followed, the success of the program is highly probable.

2.4.2. Materials for Extensive Reading

Any text in English can be material for extensive reading program as long as it is with the language competence with the students. Reading materials can range from magazines, short stories, novels, online sources to newspapers, journals... etc.

According to Gilner and Morales (2010), learners' having opportunity to get a large amount of material in their competence level is the core element which determines the success of the program. The unknown word rate per page should be at the *i minus 1* level which means that the rate should not be more than 2-5% per page (Day and Bamford). As to Smith and Krashen (2009), the level of reading should be at *i minus 1*, because learner can focalize meaning of the text and enjoy reading more. For a high level of language acquisition, input has to be not only understandable but also interesting, and motivating. The choice of materials is vital for the success of the program. According to Williams (1986), if the reading materials aren't interesting, the possibility of success falls because, motivation, which is an important element of development in language proficiency, increases with interest. Gilner and Morales (2010) state that "when choosing readings material for extensive reading, it is crucial to look through various titles, skim and scan books to decide whether they are accessible and interesting. Students use their internal judgement criteria, which they develop to assess language input, to accept or reject a reading material"(p.17).

Therefore, before choosing materials, it is important to keep in mind that there are various reading sources for different interests and purposes. Graded-readers are largely used materials for reading.

One of the most common used materials used in extensive reading and also in this study is graded readers. There are many studies that support the use of graded readers in extensive and in EFL programs. According to Ono, Day and Harsh (2004), graded readers are simple fiction or nonfiction books which are written to increase the

language levels of learners. Readers are between 15-140 pages simplified books that easily comprehensible and can be in different genres (Waring, 2007). One of the advantages of graded readers is that they written in a purposeful grammatical and lexical context and give new language forms for learners methodically (Wodinsky and Nation, 1988). Language teachers provide learners with the opportunity to read comfortably as graded readers are vulgarized reading materials.

Extensive reading and graded readers are frequently called for each other. Graded readers can occasionally be defined as extensive reading. According to Waring (1997), these two terms differ significantly as extensive reading needs fluency however graded readers can be materials of either extensive reading or intensive reading, and in extensive reading, reading is a joy contrary to intensive reading in which reading is an assignment. Graded readers have a significant aim for learners. They provide a specific level of reading material to increase the language proficiencies of learners fluency, grammatical knowledge and vocabulary step by step.

As the graded readers have many benefits, it is normal to confuse it with extensive reading or other approaches. According to Hafiz and Tudor (1989), various studies proved the fact that graded readers have many benefits for learners in terms of writing, vocabulary, grammar and fluency of reading. Also, graded readers are practical to meet the essential language input for learners (Smith and Krashen, 2009).

It is important to define explicitly the term simplification of books, and as to Day and Bamford (1998), it is divided into two forms of reading material. The first one is texts simplified from first language original, called as *Simple account*, in which classics are used; in the second one is text written especially for language learners in which the general context of the texts stays the same however it is summarized or changed in some ways to ease to read for learners, and it is called as *simplified version* (Widowson, 1978). In simplified versions, texts are rewritten regarding vocabulary, grammar and language proficiency of learners. According to Day and Bamford (1998), graded readers are popular sources for extensive reading because elementary or intermediate language learners need to read much and graded readers, either simplified version or simple account, is the easiest way of reading for them.

The only shortcoming of graded readers can be the fact that sometimes they are not well written. These books can be written badly, incoherent or irrational and even it is written well, there is always something missing from the original (Nuttall, 1996). As

to Hill (1995), writers of simplified versions generally focus on simplifying vocabulary or grammar which leads to changes in general meaning of texts.

Although graded readers have some deficiencies, they usually achieve the goals of gaining learners fluency reading, vocabulary and grammar development and introducing them new ideas.

2.5. Benefits of Extensive Reading

Countless researches demonstrate that extensive reading has a lot of advantages in learning a foreign language. The scope of the benefits is broad and diverse. According to Grabe (1991), the longer a learner reads in silent environment, the more his or her vocabulary, grammar, background knowledge, comprehensive skill, reading motivation and self-confidence develop. Additionally, it is a common argument that extensive reading also helps learners build reading habits if it is applied regularly and correctly. Day and Bamford (1998) argue that “developing the components on which fluent foreign language reading depends a large sight and wide-ranging vocabulary, knowledge of the target language, the text types” (p.16).

The benefits of extensive reading are comprehended further as new study results are discovered. The gains get from extensive reading are divided into two categories: cognitive gains and affective gains.

2.5.1. Cognitive Gains

Cognitive gains consist of reading ability, vocabulary, language and linguistic competence. Extensive reading is essential for building learner’s language and reading skills and linguistic competence. According to Renandya and Jacobs (2002), extensive reading has a crucial role in building the components of fluent reading which are large sight and wide-ranging vocabulary and knowledge of the target language.

Extensive reading improves students reading proficiency and word recognition and even learners’ written and oral language (Elley and Manghubai, 1983). According to Waring (1997), learners can read words competently quicker because they gain the ability to read intensively meanwhile they are learning how to learn from reading. Moreover, Tutwisoot (2003) argue that learners start to read more autonomously for information and hobby as a result of extensive reading. Research findings indicate

improvements in learners' reading speed, comprehension, vocabulary and fluency in written and oral language as a result of extensive reading (Day and Bamford, 1998).

The other cognitive gains, language and linguistic competence, are natural results of extensive reading as it provides learners with comprehensible input by exposing them target language (Krashen, 1982). In an extensive reading period, learners' exposure to a large amount of relevant and compelling target language causes inevitable improvement in foreign language competence because of the fact that the aim of extensive reading is to develop reading skills by providing a large quantity of pleasurable and comprehensive material (Mason and Krashen, 1997).

2.5.2. Affective Gains

It is believed that reading a considerable number of written language helps build positive attitudes and increase motivation for reading in English (Maxim, 2002). According to Elley (1991) learner's attitudes towards books and language changes as they improve their language level in English. Extensive reading is a strong tool for teachers who want to develop positive attitudes towards foreign language because of its potential and students become volunteer readers (Day and Bamford, 1998).

Gottfried (1990) states that it is a commonly accepted fact in language teaching that motivation to read is raised by means of extensive reading. Grabe (2009) supports this by stating: "Students with intrinsic motivation read more however students with lower motivations improved comprehension, vocabulary and motivation when they are exposed to printed materials more" (p.181). According to Krashen (1994), learners find out the joy of reading and become more motivated as a result of reading extensively. It can be concluded that a language classroom without an extensive reading programme is unable to motivate enough its students compared to a classroom with extensive reading. So, extensive reading is a permanent process which develops not only language acquisition but also general knowledge. It is an effective way to build vocabulary and reading skills.

2.6. Role of Extensive Reading in Improving Reading and Developing Vocabulary

Reading fluently is seen as an important ability by both learners and teachers. Fluent reading can be defined as the ability to read a text quickly, easily and comprehend it completely (Nation, 1997). According to Day and Bamford (1998),

reading the foreign language fluently has some fundamentals, and extensive reading is considered to improve them because of sight vocabulary, general vocabulary knowledge and different knowledge types that it contains. The most basic and practical method to enhance students reading skills and vocabulary knowledge is to make students read abundantly, for this reason extensive reading is regarded as an advantageous way of developing students' language comprehension and reading abilities (Nuttall, 1996). Using similar patterns of letters, words and phrases recurrently, learners comprehend vocabulary faster and correctly and as a result of this process, learners' confidence and reading skills increase automatically (Day 2003). It can be concluded that learning to read fluently needs numerous reading materials.

Extensive reading leads learners to be more autonomous readers as it provides various reading subjects for any purposes and it also gives the opportunity of changing strategies for any kind of reading texts (Day and Bamford, 1998). Richards and Platt (1992) suggest that "Extensive reading is intended to develop good reading habits, to build up knowledge and structure and to encourage a liking for reading" (p.133). It creates autonomy which helps learners develop the habit of reading for pleasure and their interests, and that leads improvements in their confidence and reading skills and having a routine of reading as well.

Another advantage that extensive reading provides to learners is that it increases vocabulary knowledge and empower their word recognition. Vocabulary knowledge is one of the basic indicators of foreign language proficiency. According to Luppescu and Day (1993), a student with a large vocabulary stock is more effective user of foreign language than a student with a limited vocabulary. It is considered that extensive reading helps develop vocabulary because the acquisition of vocabulary and reading take place simultaneously. Learners get the opportunity of learning new words and sight vocabulary when they are exposed to abundant reading material. It is a common view that vocabulary cannot be comprehended in a one-time study, learners need frequent exposure to words. Extensive reading is the easiest way of providing learners with multiple encounters to new words and figuring out their meanings. According to Day and Bamford (1998), learners recognize definitions of words naturally as a result of continuous encounter to the words in various contexts. These frequent encounters lead enlargement of learners' vocabulary knowledge. As a result of this process, the unknown words become known and in the following period learners recognizes the words naturally because familiarity creates automaticity (Richards, 1998).

Also, Grabe (2009) alleges that:

Readers can gain new words at about 5-15 per cent which is a reasonable estimation when they read a text. This estimation includes various factors such as repeated words in a text, supported materials such as glosses, the level of the text, the genre of the text, and the familiar words in the text. (p.323)

Consequently, it is a well-accepted opinion that extensive reading is an excellent method for building and empowering vocabulary knowledge by using real language.

2.7. The Effects of Technological Tools to EFL

Technology offers many opportunities for language learning than traditional methodologies do. It provides teachers and students lots of materials and resources they can use not only in school also at home. According to Mujtaba (2013), the use of technology in teaching and learning English offer a great number of multimedia content and other ways of communications for learners, which leads change from teacher-centered approaches to learner-centered ones. Students become more autonomous and active learners because students can decide their own materials via technology. Hoven (1999) points out that technology enables students and teachers to engage learning resources with great opportunities. The use of technology in EFL classroom also influences learning motivation and encourages learners to foster their success in the English language. Students become more motivated when they work on computers and modern devices than they are in the traditional learning environment as they are less distracted and teachers have the opportunity to choose personal lessons for every learner according to their need (Cutter, 2015). In addition, students can complete their tasks at home by using computer or smart phone. The implementation of technology increases interests and motivations and develops creativity of students because learners can find new information which cannot be found in traditional tasks.

2.8. Moodle Reader

Moodle Reader which has a continuously updated database over 7000 online quizzes about graded readers of many publishers, is a free internet site developed at Kyoto Sangyo University, Japan. The program is based on the extensive reading approach in which students are exposed to abundant reading materials. It is very simple

to use the program. First students are registered to the website. Teachers, then assign quizzes to students at the level of the graded readers. Students can take quizzes anytime and anywhere they wanted because it is online. The questions are random and range from true-false to multiple choice so that students cannot copy the others' answers. There are some options for teachers such as setting a time limit, promoting or degrading students to another level whether they are successful. The number of words and books read can be easily followed. Moodle Reader enables students and teachers' instant feedback after quizzes so they can argue results. Teachers save their time using Moodle Reader because it prepares and evaluates quizzes instead of them. These functional and beneficial features make Moodle Reader a practical assistant for Extensive Reading classes.



CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter provides information about the methodology. It presents the research design, the participants of the study, data collection tools. The third chapter also consists of the information about the procedure of data collection and the method of data analysis, used to find answers to research questions.

3.2. Research Design

Quantitative approach was used to respond to the research questions in the present study. This approach which is based on randomization, strict protocols, blinding and questionnaire analyzes causal relationships among variables in a value-free framework (Sale, Lohfeld and Brazil, 2002). As the data collection tool, a survey was used as pre-test and post-test to conduct this study by using a descriptive method. The survey method was considered to be the best way to respond to the research questions because the quantitative approach provides the researcher to analyze a phenomenon without being influenced by anything.

The Foreign Language Reading Attitudes and Motivation Scale (FLRAMS) was used to evaluate the effect of Moodle Reader as an extensive reading tool on students' motivations and attitudes towards reading in English.

3.3. Participants

This study was conducted with 154 preparatory class students from the School of Foreign Language at Recep Tayyip Erdogan University, in Rize, in the 2017-2018 academic year. There were six preparatory classes, four of which consist of faculty of 98 maritime students and other two classes of 56 English language and literature (ELL) students. The maritime students were at elementary level and ELL students were at intermediate level. Forth-three of the participants were female while the rest 111 were male. Their levels were set in the beginning of the term with a placement test. Each group of students had four hours of reading course weekly. The preparation class is for one academic year and if the students fail in the preparation class, they are not allowed

to pass to their departments. They retake preparation class. This system makes students to be active students. There are four hours of weekly reading courses for each group of students. Oxford's Inside Reading series were used in reading courses. It was the first time for these students that they read graded readers strictly planned and took quizzes in Moodle Reader. The study was conducted within eight weeks.

3.4. Materials

The graded readers for this study were set randomly from different levels for each student group. Penguin Publishing graded reader series were used. The maritime students started at level 1 graded readers and four weeks later, they were promoted to level 2 graded readers and finished the study at that level. The ELL students started at level 4 graded readers and just as the other group, they were promoted to level 5 graded readers. However, in the last week the ELL students were promoted to level 6 graded readers and finished the study at that level. Each student read eight books in total during the study. The last hour of reading course was done in the computer lab every week so that students could take the Moodle Reader quizzes. The researcher registered all of the students to the Moodle Reader and students took a demo quiz before the study.

3.5. Data Collection Tool

In the study, to gather data on learners' attitudes and motivations for reading in English, the Foreign Language Reading Attitudes and Motivation Scale (FLRAMS) which was developed by Erten, Topkaya and Karakaş (2010) was used. Questionnaires are effective in gathering data from a group of people both saving time and effort. The FLRAMS questionnaires were conducted two times as pre-test and post-test aiming to evaluate the change in the students' attitudes and motivations towards reading in English before and after the extensive reading period. The questionnaire has for sub-categories which are intrinsic value of reading, reading efficacy, extrinsic value of reading and foreign language linguistic utility. The questionnaire was conducted in English. However, the instructors explained all items to the students because they were at elementary and intermediate level. The consent form, explanation of the study was added to the questionnaire. It was taken from Erten et al. 's (2010) study without any change. A five-point Likert scale, which provides 5 possible answers ranging from 1 (strongly disagree) to 5 (strongly agree), was used to gather data from the students.

3.6. Data Collection Procedure

In order to gather data, before implementing both pre-test and post-test questionnaires, consent forms were given to all students, and they were informed that it was voluntary to participate in this study and their responses would be kept confidential. The researcher explained to the students that they would fill in two questionnaires, one at the beginning of the extensive reading period and one at the end. After the first questionnaire, the students attended eight weeks of extensive reading courses in which they took Moodle Reader quizzes for any graded reader they finished. In the last week of the extensive reading courses, the students filled the post-test questionnaires after they took their last quizzes in the Moodle reader. The allocated time for the completion of the questionnaires both as pre-test and post-test was 15 minutes.

3.7. Data Analysis

In order to provide descriptive statistics, the data gathered from the study were analyzed according to the quantitative approach. The Statistical Package for Social Sciences (SPSS) was used to analyze all the items of both questionnaires, and the means of the variables of the data was determined. Cronbach's alpha was used for the consistency of the surveys. The data of reading in English attitudes and motivations of the participants gathered from the FLRAMS as pre-test and post-test results were analyzed and mean frequencies were determined. The relationship between the participants' attitudes and motivations towards reading in English and Moodle Reader as an extensive reading tool was measured.

CHAPTER IV

4. DATA ANALYSIS AND FINDINGS

4.1. Introduction

This chapter of the study presents the analysis of the results gathered through The Foreign Language Reading Attitudes and Motivation Scale (see Appendix 2). The findings of the study are presented using four research questions and tables of the data analysis results as the basis for discussion.

4.2. The Internal Consistency Reliability of FLRAMS

The results of the reliability analysis of the data which reveal the reliable measure of participants' Foreign Language Reading Attitudes and Motivation Scales are presented in the Table 1.

Table 1

Internal consistency of FLRAMS

Survey	Cronbach's alpha	N of Items
The Pre-Test	.70	31
The Post-Test	.775	31
Both Pre-Test and Post-test	.807	62

The Cronbach's alpha coefficients of each of each tests of the survey demonstrated that the alpha scores of the pre-tests (.70 over 31 items) and the post-test (.775 over 31 items) in the FLRAMS were close, meaning that the responses of the participants are reliable. The Cronbach's alpha value of the both tests was .807, which indicates a strong value of reliability of the instrument.

4.3. Findings of the Effects of the Moodle Reader as an ER Tool on Students' Attitudes and Motivations Reading in English

The first research question of the study aimed to identify the effects of the Moodle Reader on students' attitudes and motivations towards reading in English as a

technological ER tool. Independent-samples t-tests were carried out to determine if there were any significant differences between participants' pre-test and post-test scores. As shown in Table 2, the descriptive statistics for students' reading in English motivations indicate that there is a statistical difference between students' pre and post survey results.

Table 2

Reading in English Attitudes and Motivation Pre and Post-Test T-test Scores

	N	\bar{X}	S.D.	df	t	p
Pre-test	154	3.14	0,28	153	-7.46	.001
Post-test	154	3.91	0,34			

When the Table 3 is examined carefully, it can be seen that there is a significant increase in the students' motivation and attitudes of reading in English after implementing Moodle Reader as a technological ER tool $t(153) = -7.46, p < 0.05$. The pre-test mean score is $\bar{X} = 3.14$, however, after the Moodle Reader period, students' reading in English motivation and attitudes post-test score increased to $\bar{X} = 3.91$. This result shows that the Moodle Reader as a technological tool has a meaningful influence on students' motivations and attitudes towards reading in English.

4.4. Findings of the Proficiency Level Related Difference the Moodle Reader's Influences on Motivation and Attitudes towards Reading in English

The second research question was aimed to analyze the possible influences of Moodle Reader as a technological tool on students' reading attitudes when their proficiency levels were taken into consideration. T-test analysis was carried out to determine if there were significant differences in the students' pre and post reading attitudes and motivation scores according to their proficiency levels. The results pointed out that while there was a statistically significant difference between the pre-test and post test scores of both levels and the increase was found to be more significant in the scores of the intermediate level (see Table 3).

Table 3

T-test Scores of Reading Motivations and Attitudes across Proficiency Levels

Proficiency	Pre-test						Post-test					
	N	\bar{X}	S.D.	df	t	p	N	\bar{X}	S.D.	df	t	p
Pre. Int.	92	3.10	.22	91	1.05	.001	33	3.40	.31	91	1.17	.001
Intermediate	62	3.09	.28	61			47	4.03	.38	61		

The results in Table 3 reveal that the increase in the mean scores of the intermediate student is considerably more than the pre-intermediate students' scores. The intermediate level students' mean of the test scores increased from $\bar{X} = 3.09$ to $\bar{X} = 4.03$ while the mean scores of the others increased only from $\bar{X} = 3.10$ to $\bar{X} = 3.40$. This finding indicates that use of Moodle Reader as an ER tool is more effective in Intermediate level of proficiency than that of pre-intermediate level students.

4.5. The Effects of Students' Daily Computer/Internet Use Time to Possible Influences of Moodle Reader on Attitude and Motivation in Reading in English

Daily computer use time of the participants was divided into 3 groups as 1-3 hours, 4-5 hours and 6-8 hours a day. As there are three groups to be compared, a One Way ANOVA test was used to analyze the influences of these groups to the English reading motivation and attitudes of students when Moodle Reader is used. In the Table 4, ANOVA descriptive statistics are presented:

Table 4

Pre and Post Reading Motivation and Attitudes Scores across the Daily Computer/Internet Use Time of Students

		Sum	of	Mean Square	df	F	Sig.
		squares					
Pre-test scores	Between Groups	.408		.208	2	3.13	.001
	Within Groups	7,682		.071	152		
	Total	8.090			154		
Post-test scores	Between Groups	.588		.374	2	3.91	.001
	Within Groups	7.509		.075	152		
	Total	8.097			154		

When the Table 4 is examined, it is seen that computer/internet use time of students has an impact both on the pre and post test scores of the students.

Table 5

Pre and Post Descriptive Statistics of The Scores FLRAMS for Computer/Internet Use Time of Students

		Pre-test			Post-test		
Hours	N	\bar{X}	SS	N	\bar{X}	SS	
1-3	51	3.20	.22	51	3.97	.31	
4-5	61	3.11	.28	61	3.48	.38	
6-8	42	3.02	.30	42	3.36	.31	

According to results of the analysis, Moodle Reader is more influential on the students who spend time on the internet 1-3 hours a day than the others. The pre-test mean score of these students is $\bar{X} = 3.20$. It increases to $\bar{X} = 3.97$ after the Moodle Reader. However, the pre and post mean scores of the 4-6 hours and 6-8 groups showed

similar increase, which can mean that the more a student spends time on internet/computer, the less effective Moodle Reader is.

4.6. Gender Related Difference of Moodle Reader's Possible Influence on Motivation and Attitudes towards Reading in English

Two independent-samples t-tests, one for pre-test scores and another for the post-test scores, were carried out to find if there was a gender-related difference in the effect of Moodle Reader to students' motivation in reading English. The result of the independents-samples t-test revealed that there is statistically difference in the influence of Moodle Reader on motivation in reading English when gender is taken into consideration, Pre-test $t(153) = -.794$, $p < .05$, Post-test $t(153) = -.80$, $p < .05$. When Table 6 is examined, female students presented better scores both in Pre-test ($M = 3.52$, $S.D = .42$) and Post-test ($M = 4.11$, $S.D = .48$) compared to male students' Pre-test ($M = 3.17$, $S.D = .27$) and Post-test ($M = 3.31$, $S.D = .33$) results.

Table 6

Gender Difference in Moodle Readers Effects on Motivation of Reading in English Pre and Post T-test Scores

	Gender	N	\bar{X}	S.D.	df	t	p
Pre-test	Male	111	3.17	.27	153	-.794	.001
	Female	43	3.52	.42			
Post-test	Male	111	3.31	.33	153	-.80	.001
	Female	43	4.11	.48			

CHAPTER V

5. DISCUSSION AND CONCLUSIONS

5.1. Introduction

This chapter aims to summarize the present study and to discuss the findings. The discussions will be followed by implications. The chapter finally aims to guide future researchers for further studies.

5.2. Summary of the Study

The study was based on quantitative data by following a survey method design. The FLRAMS was delivered as pre-test to evaluate students' motivations and attitudes towards reading in English. After that, eight weeks of ER program and a technological ER tool, Moodle Reader, were applied to the students. In the last week, FLRAMS was delivered to students again as post-test to investigate the effect of Moodle Reader as an ER tool to EFL preparatory class students' English reading attitudes and motivations. The frequency and overall scores of the pre-test and post-test questionnaires were analyzed to get descriptive statistics by examining the means and standard deviations of the data. Therefore, the average and percentages of motivation and attitudes of students as pre-test and post-test were gathered and compared. The pre-motivation levels and post-motivation levels of students were measured to get an idea about the effect of Moodle Reader as a technological ER tool. The Statistical Package for the Social Sciences was used to analyze the data statistically. Descriptive statistics methods were preferred to evaluate the data. The aim of this study is to answer the following research questions.

5.3. Conclusion and Discussion

Research Question 1:

Does the use of Moodle Reader as a technological extensive reading tool have any significant effect on students' attitudes and motivation towards reading in English in an EFL classroom?

This research question seeks to answer whether Moodle Reader as a technological ER tool has an influence on students' motivations and attitudes towards

reading in English or not. The pre-test and post-test results of the FLRAMS were analyzed. The pre-test mean score ($\bar{X} = 3.14$, $SD = .28$) showed an increase in the post-test mean score ($\bar{X} = 3.91$, $SD = .34$). The comparison of the mean scores of each test indicated that reading motivation and attitudes of the participants developed after the implementation of Moodle Reader.

As the participants in this study were the members of digital age, they were highly keen on technological education and using the internet and Moodle Reader were found to increase their interests in reading. The implementation of Moodle Reader draws students' interests as they are technology-oriented and this leads not only the motivated ones but also the less motivated ones to complete the online quizzes (Chavangklang and Suppasetsee, 2018). The participants in the study needed to read the graded readers carefully. According to Waring (1997), graded readers are written particularly for language learners by making easy to read target vocabulary and grammar and understand the story. Also, the students were required to read carefully to understand the quizzes of Moodle Reader. Bollen, Langdon, and Pain (2014) discovered that "all passed quizzes were accurate reflections of actual reading, and that students did not cheat or guess quiz questions for the sake of meeting individual reading targets" (p.210). According to Ilter (2009), technological tools provide a good opportunity to develop and create different and enjoyable tasks in the EFL classroom. They increase students' interest in the classroom (Mayora, 2006). Munzur (2017) found out that students' reading motivation was promoted by using technology in and outside classroom.

As a matter of fact, ER directly and Moodle Reader, as its technological tool, indirectly help learners become more motivated and autonomous by promoting their knowledge of language and developing good reading skills which improves the other skills.

Research Question 2:

Does the use of Moodle Reader as a technological extensive reading tool in an EFL classroom have different effects on students' attitudes and motivation towards reading in English when their proficiency levels are considered?

The second research question proposed to investigate whether the possible influence of Moodle Reader on students' motivation of reading in English differs according to the language proficiency levels of students. The comparison of pre-test and

post-test results of students according to their proficiency levels revealed that intermediate level students' reading motivations developed more than the intermediate ones. Table 3 indicated that the mean scores of intermediate level students ($\bar{X}=3.09$, $\bar{X} = 4.03$) increased more meaningfully than pre-intermediate level students ($\bar{X}=3.10$, $\bar{X}=3.40$).

Our finding is in parallel support with the results of Asraf and Ahmad (2003), who discovered positive changes in participants' motivations and attitudes towards reading in English as a result of an ER program. They pointed out that in the long term learners' proficiency levels would improve when ER programs were applied regularly and lower proficiency levels would benefit more. According to Sani and Zani (2011), the higher L2 reading ability learners have, the more positive the reading attitude and self-efficacy rating they develop.

Research Question 3:

Do the time students spend on internet/computer a day affect the Moodle Reader's possible success in EFL classes?

Aiming to answer the third research question of the study, the time students spend on internet/computer was examined in three categories as 1-3 hours, 4-5 hours and 6-8 hours. As there were three categories, a One-Way ANOVA test was employed to analyze the data. The result of the analysis indicated that there was a significant increase in the reading motivations of the 1-3 hours' group. The difference between pre-test mean score ($\bar{X}=3.20$) and post-test mean score ($\bar{X}=3.97$) was .77, which was much more than the difference between the pre and post-test mean scores of the other groups.

In his study, Benettayeb (2015) states that the digital era students are devoted to technological education by using the internet which stimulates their involvement and interest in extensive reading (p.174). However, our study shows that when the time spent on internet increases, the increase rate of students' motivation of reading in English levels decreases. In their study, Zue and colleagues (2015), supporting our results, shows that there is a negative correlation between internet addiction and academic motivation. The use of internet and computer for too long hours results in low academic motivation which leads to low reading motivation. This situation prevents students to read the graded reader that they are assigned and not to study efficiently. Therefore, students' motivations of reading in English decrease as both this study and former studies indicate.

Research Question 4:

Does the use of the Moodle Reader as a technological extensive reading tool in an EFL classroom have different effects on students' attitudes and motivation towards reading in English regarding gender?

The last research question aimed to answer whether there was a gender difference on the possible effect of Moodle Reader to students' motivations and attitudes towards reading in English. Two independent-samples t-test were carried out as one for the pre-test and another for post-test scores. There was a statistical difference in the Moodle Reader's influence on the reading motivations of the students when gender was taken into consideration. In our study, using Moodle Reader as a technological ER tool was found to motivate female students more than male students in EFL learning.

Also, according to Mori & Gobel (2006) males and females differ in reading English motivation and in particular females are more motivated to read English than males, which might explain their overall superiority in learning English.

5.4. Implications of the Study

This study was conducted to investigate the effect of Moodle Reader as a technological ER tool to EFL preparatory class students' attitudes and motivations towards reading in English with regards to gender, proficiency level and the time spent on computer/internet.

The results of this study indicate that Moodle Reader as a technological ER tool had a positive influence on students' motivations and attitudes towards reading in English. The motivational level of students increased significantly after the Moodle Reader procedure. Eight weeks of ER and Moodle Reader implementation helped the students to realize the importance and benefits of reading. The results of this study revealed that the more they gained vocabulary, the more they became motivated. The study also implied that the role of Moodle Reader was important to the students in the sense that it gave them the chance of self-evaluation. They could pass the quizzes only if they read the book, and that created a cycle of reading.

This study also provided information about how Moodle Reader as a technological ER tool impacted students' motivations of reading in English in terms of their language proficiency levels. The intermediate level students were affected more

positively than the pre-intermediate level students. There was an increase in the motivational levels of both groups, however, the rising trend in the intermediate group was more significant. This evidence proved that Moodle Reader is more effective in higher proficiency levels.

The time spent on computer or internet a day influenced the possible effects of Moodle Reader to reading motivations and attitudes of students. The students, who spent 1-3 hours on internet/computer a day, were more motivated on reading than the other who spent 4-5 or 6-8 hours. This result indicated that there was a relation between the effects of Moodle Reader and the time spent computer/internet. Students, who spent more time on computer and internet, were less motivated because, they didn't read enough, so they failed in the quizzes.

The last finding this study provided was about the gender difference in Moodle Reader's effects to motivation of reading in English. According to the results, female students were more motivated towards reading both at the beginning and end of the study. Their mean scores of attitudes and motivation towards reading in English increased higher than the males' scores. However, this result could have occurred because of the fact that the number of the female intermediate level students was more than male ones.

To conclude, the findings of the study are remarkable that Moodle Reader as a technological ER tool has a positive influence on reading motivation. It provides teachers an easy measure for ER procedure. The vocabulary and grammar, which are incidentally learnt in an ER program, can be evaluated by means of Moodle Reader. These advantages make it a useful tool for ER programs.

5.5. Recommendations for Further Studies

When we consider the findings of the study, some new ideas can be suggested for the researchers for future studies.

The first problem regarding the limitations of this study was the number of the participants. It was not sufficient to make generalizations. However, performing this study with a bigger size of participants can provide more useful findings. The study can be conducted with more different proficiency levels of students so, the effects of the Moodle Reader to reading motivation can be compared in all proficiency levels.

Moreover, the time period to implement the ER might be extended to obtain more useful results or to see advantages or disadvantages of a long-term study. Both ER and Moodle reader were used for eight weeks, which is a limited time to get the best results.

Further studies can be done by using different technological tools to analyze how other technological tools influence students' motivations and attitudes towards reading in English.

5.6. Personal Reflections

Using Moodle Reader as a technological tool for reading in English has some advantages and disadvantages. It was easy to assign books to students and assess their reading. The Moodle Reader system was easy and user-friendly. However, some students tried to use online dictionaries while they were taking quiz. Moodle Reader did not take any precaution to prevent that kind of cheating. Although, students can solve the quizzes wherever and whenever they wanted, I let the student take the quizzes only in the computer laboratory to avoid any cheating. Another problem that I confronted is that when a book was given more than ten students, many students took the same questions. So, teachers should give different books to students as much as possible. When its advantages and disadvantages are taken into consideration, Moodle Reader is a very useful technological tool for the teachers who want to do extensive reading in teaching English.

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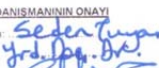



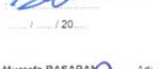


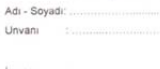

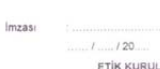
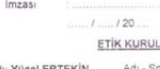

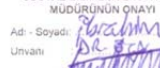

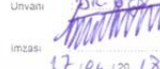
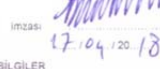
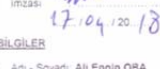
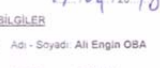
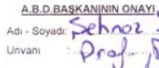
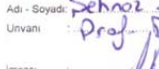
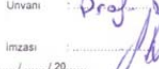





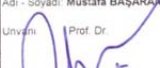


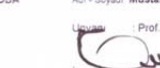


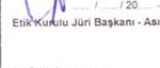
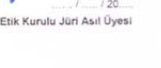




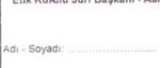
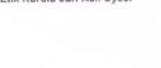







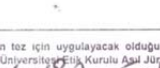


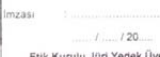





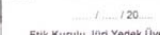





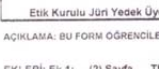


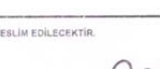


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7. APPENDICES

Appendix 1. Approval of The Ethics Committee

T.C. ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ TEZ / ARASTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU					
ÖĞRENCİ BİLGİLERİ					
T.C. NOSU	99799527558				
ADI VE SOYADI	MAHMUT ERDEM				
ÖĞRENCİ NO	20198031				
TEL. NO' LARI	5418039193				
E - MAİL ADRESLERİ	mahmuterdem1989@gmail.com				
ANA BİLİM DALI	İngiliz Dili Eğitimi				
PROGRAM ADI	İngiliz Dili Eğitimi Y. Lisans Programı				
BİLİM DALININ ADI	İngiliz Dili Eğitimi				
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez				
İSTEKDE BULUNDUĞU DÖNEME AIT DÖNEMLIK KAYDININ YAPILIP-YAPILMADIĞI	2017 / 2018 - BAHAR DÖNEMİ KAYDINI YENİLEDİM				
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER					
TEZİN KONUSU	The effects of Moodle Reader as an extensive reading tool to reading attitudes and motivation of EFL students in EFL classrooms in higher education				
TEZİN AMACI	The purpose of this study is to analyze how Moodle reader affect reading attitudes and motivation of students in EFL classrooms regarding their proficiency levels and genders.				
TEZİN TÜRKÇE ÖZETİ	Bu çalışmanın amacı kapsamlı okuma aracı olarak Moodle Reader programının yabancı dil olarak İngilizce öğrenen öğrencilerin okuma tutumlarına ve motivasyonlarına etkisini araştırmaktır. Bu etki araştırılırken; önsiyet, farklı İngilizce yeterlilik seviyeleri ve günlük bilgisayar kullanım süreleri gibi değişkenler ele alınacaktır.				
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	Recep Tayyip Erdoğan Üniversitesi- Yabancı Diller Yüksekokulu				
İZİN ALINACAK OLAN KURUMA AIT BİLGİLER (KURUMUN ADI - ŞUBESİ / MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Recep Tayyip Erdoğan Üniversitesi- Yabancı Diller Yüksekokulu İyidere / RİZE				
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNDE HANGİ KURUMUN HANGİ BÖLÜMÜNDE HANGİ ALANIN HANGİ KONULARDA HANGİ GRUBA / KİMLERE NE UYGULANACAKI GİBİ AYRINTILI BİLGİLER	Recep Tayyip Erdoğan Üniversitesi Yabancı Diller Yüksekokulunda öğrenim görmekte olan İngilizce hazırlık sınıfı öğrencilerine The Foreign Language Reading Attitudes and Motivation Scales (FLRAMS) " Yabancı Dil Okuma Tutumları ve Motivasyonu Anketi" uygulanacaktır.				
UYGULANACAK OLAN ÇALIŞMAYA AIT ANKETLERİN ÖLÇEKLERİN BAŞLIKLARI HANGİ ANKETLERİN ÖLÇEKLERİN UYGULANACAKI	The Foreign Language Reading Attitudes and Motivation Scales (FLRAMS)				
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR vb. EVRAKLARIN İSİMLERİYLE BİRLİKTE KAC ADET/SAYFA OLUŞULARINA AIT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) The Foreign Language Reading Attitudes and Motivation Scales..... 1 adet 2 sayfa..... 2) 3) 4)				
ÖĞRENCİNİN ADI - SOYADI: MAHMUT ERDEM	ÖĞRENCİNİN İMZASI: 	TARİH: 06 / 04 / 2018			
TEZİ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU					
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.					
2. Anılan konu faaliyet alanı içersine girmektedir.					
1. TEZ DANIŞMANININ ONAYI					
Adı - Soyadı: 	Adı - Soyadı: 				
Unvanı: 	Unvanı: 				
İmzası: 	İmzası: 				
2. TEZ DANIŞMANININ ONAYI (VARSA)					
Adı - Soyadı: 	Adı - Soyadı: 				
Unvanı: 	Unvanı: 				
İmzası: 	İmzası: 				
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI					
Adı - Soyadı: 	Adı - Soyadı: 				
Unvanı: 	Unvanı: 				
İmzası: 	İmzası: 				
A.B.D. BAŞKANININ ONAYI					
Adı - Soyadı: 	Adı - Soyadı: 				
Unvanı: 	Unvanı: 				
İmzası: 	İmzası: 				
ETİK KURULU ASİL ÜYELERİNE AIT BİLGİLER					
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz AYNUR GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: 
Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: 
İmzası: 	İmzası: 	İmzası: 	İmzası: 	İmzası: 	İmzası: 
Etik Kurulu Jüri Başkanı - Asil Üye	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Yedek Üyesi
Adı - Soyadı: 	Adı - Soyadı: 	Adı - Soyadı: 	Adı - Soyadı: 	Adı - Soyadı: 	Adı - Soyadı: 
Unvanı: 	Unvanı: 	Unvanı: 	Unvanı: 	Unvanı: 	Unvanı: 
İmzası: 	İmzası: 	İmzası: 	İmzası: 	İmzası: 	İmzası: 
Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi
Adı - Soyadı: 	Adı - Soyadı: 	Adı - Soyadı: 	Adı - Soyadı: 	Adı - Soyadı: 	Adı - Soyadı: 
Unvanı: 	Unvanı: 	Unvanı: 	Unvanı: 	Unvanı: 	Unvanı: 
İmzası: 	İmzası: 	İmzası: 	İmzası: 	İmzası: 	İmzası: 
Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi	Etik Kurulu Jüri Yedek Üyesi
ÇALIŞMA YAPILACAK OLAN TEZ İÇİN UYGULANACAK OLUŞU ANKETLER/ FORMLARI/ÖLÇEKLERİ ÇAĞ ÜNİVERSİTESİ ETİK KURULU ASİL ÜYELERİNCE İNCELENMİŞ OLUŞU 06.04.2018 TARİHİNDE UYGULANMAK ÜZERE GEREKLİ TAVAN VERİMİSİ TARAFIMIZCA UYGUNDIRILMIŞTIR.					
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR.					
EKLER: Ek 1: (2) Sayfa The Foreign Language Reading Attitudes and Motivation Scales (FLRAMS) Ölçeği. Sayfa Anket. Sayfa Formları.					

50AE - 804

Appendix 2. Appendix 1: Consent Form

I confirm that I have been informed about the nature of the study and I have had the opportunity to ask questions about the research.

I voluntarily agree to participate in the research.

I understand I can withdraw at any time without giving reasons and without negative consequences.

I, along with the Researcher, agree to sign and date this consent form.

Participant name / Signature / date: _____ / _____ / _____

Researcher name / signature / date: _____ / _____ / _____



Appendix 3. The Foreign Language Reading Attitudes and Motivation Scales

No.	Situations and Statements	Scale				
1	Reading in English is enjoyable.	1	2	3	4	5
2	I like reading in English.	1	2	3	4	5
3	Reading in English is boring.	1	2	3	4	5
4	I feel peaceful while reading in English.	1	2	3	4	5
5	I have a great desire to read in English.	1	2	3	4	5
6	I would never read in English if it were not compulsory for my course.	1	2	3	4	5
7	I never read in English unless I have to.	1	2	3	4	5
8	I hate reading in English.	1	2	3	4	5
9	I read in English even if I do not have to.	1	2	3	4	5
10	I'd rather do something else than reading in English.	1	2	3	4	5
11	I spend time to read in English.	1	2	3	4	5
12	Reading in English feels like torture.	1	2	3	4	5
13	I do not read in English even if I have time.	1	2	3	4	5
14	I love reading in English.	1	2	3	4	5
15	Reading in English make me happy.	1	2	3	4	5
16	The more I read in English, the more I want to read.	1	2	3	4	5
17	I can read in English fluently.	1	2	3	4	5
18	I can comprehend most of what I read in English.	1	2	3	4	5
19	I comprehend the texts in English at first reading.	1	2	3	4	5
20	I have no problem with comprehending English text.	1	2	3	4	5
21	My reading skill in English is at an advanced level.	1	2	3	4	5
22	I am successful at reading in English	1	2	3	4	5
23	Reading in English is beneficial for self-development.	1	2	3	4	5
24	Reading in English helps to find a better job.	1	2	3	4	5
25	Reading in English helps to prepare a better future for ourselves.	1	2	3	4	5
26	Reading in English helps us to become better individuals.	1	2	3	4	5
27	Reading in English provides us with better education.	1	2	3	4	5
28	Reading in English helps fluency in speech in English.	1	2	3	4	5
29	Reading in English is the essential instrument to enlarge our vocabulary	1	2	3	4	5
30	Reading in English contributes to the development of the writing skills in English.	1	2	3	4	5
31	Reading in English contributes to the development of grammar in English.	1	2	3	4	5

Appendix 4. Consent form





T.C.
RECEP TAYYIP ERDOĞAN ÜNİVERSİTESİ REKTÖRLÜĞÜ

Sayı : 55568171-605-E.114
Konu : Anket İzni

24.04.2018

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 18.04.2018 tarihli ve 23867972-864 sayılı yazı

İlgi yazınıza istinaden Üniversitemiz Yabancı Diller Yüksekokulu öğretim görevlisi Mahmut ERDEM'in Yüksek Lisans Tez çalışması için Yabancı Diller Yüksekokulu Hazırlık Sınıflarında anket yapma talebi Rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

 e-imzalıdır
Prof. Dr. İstiklal Yaşar VURAL
Rektör a.
Rektör Yardımcısı



8. CURRICULUM VITAE

Name & Surname: Mahmut ERDEM

Birth Place and Year: Mersin / 1988

E-mail: mahmuterdem1988@gmail.com

Address: Merkez/Rize

EDUCATIONAL BACKGROUND

Bachelor's Degree: Cumhuriyet University, Faculty of Literature, English Language and Literature / 2006-2011

Master's Degree: Çağ University, Institute of Social Sciences, English Language Education / 2016-2019

ACADEMIC EXPERIENCE

Rize Recep Tayyip Erdogan University, 2011-2019 (ELT Instructor)